

Teacher's Scoring Guide



English/Language Arts
Applied Skills Assessment

Spring 2008
Graduation Qualifying Exam Retest

Indiana Statewide Testing for Educational Progress

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INTRODUCTION

The *ISTEP+* GQE Retest was administered during the spring of 2008 to students who entered high school (Grade 9) after August 2003. This test gave students another opportunity to pass the graduation qualifying examination. The GQE Retest consisted of two parts: (1) a multiple-choice section and (2) an applied skills section. Each part included two content areas, English/Language Arts and Mathematics. Students completed only the content area(s) of the test on which they did not previously meet the Indiana Academic Standards. The multiple-choice section of the GQE Retest was machine-scored. The applied skills section, which consisted of open-ended questions and a writing prompt, was hand-scored during March and April 2008.

The results of both the multiple-choice section and the applied skills section were returned to the schools in May 2008. Copies of student responses in the applied skills section were also returned to the schools in May 2008. It is the Indiana Department of Education's expectation that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the GQE Retest Applied Skills Assessment, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are two scoring guides for the GQE Retest, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 9 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

*Because *ISTEP+* is administered in the fall, the GQE Retest is based on the academic standards through Grade 9.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessments developed for *ISTEP+* are based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, students who took the GQE Retest were asked to write a narrative composition in which they describe their most memorable experience and tell how it changed them.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, usage, spelling, punctuation, and capitalization. The Grades 9–12 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 22 through 32. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 9 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. In addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.

❑ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

❑ **WRITING: Process**

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

❑ **WRITING: Applications**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the spring 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

A Memorable Experience

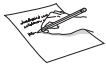
Read the writing prompt below and complete the writing activity.

Most of us have had interesting experiences. These experiences often remain fresh in our minds because they have changed us in some way.

Write a narrative composition in which you describe your most memorable experience and tell how this experience changed you. If you wish, you may write about someone you know instead of yourself.

Be sure to include

- a description of a memorable experience
- vivid details about this experience
- how this experience changed you or someone else
- a beginning, a middle, and an end to your narrative composition



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your narrative composition on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 11, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on page 4 and again on page 14 of the test book include the criteria by which the writing will be judged.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, word usage, spelling, punctuation, and capitalization.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., writes a narrative composition that describes the memorable experience of adopting a dog, uses vivid supporting details, and tells how the experience of having this dog changed the writer).
- stays completely focused on the task and topic.
- provides in-depth information and a wealth of supporting details to enhance the narrative (e.g., *My mother and I liked the little ones with fluffy tails and button noses, while my dad seemed more interested in the bigger dogs with coarser hair and sharper teeth; She was sitting there, her head cocked to one side [,] with a big red bow around her neck*).
- is well organized, showing a logical progression of ideas as the writer moves from the visit to the humane society to meet Cooper (e.g., *She was a very petite dog; her nose and ears were too big for her body*), to fully describing the disappointment of not being able to adopt the dog, to presenting an ending that resolves the narrative).
- has fully developed paragraphs, clear topic sentences, and fluent transitions (e.g., *Despite that, however; Of course, I cried; Throughout the next month; To this day*).
- demonstrates exceptional word usage that is appropriate to the topic and uses challenging vocabulary (e.g., *on a blustery November day; all my requests for a dog were denied; we left with devastating news; my time was consumed by school, church, and family*).
- is fluent and easy to read; the writer uses varied sentence patterns and complex sentence structures (e.g., *I knew I still wanted her, but I also knew that she was probably already adjusted to her new home and that I could never have her*).
- effectively adjusts language and tone as the narrative moves from one setting to another (e.g., *The time between our visit to the kennels and Christmas went by quickly*).
- demonstrates a strong sense of audience and an original perspective.

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. This paper demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has a few punctuation errors (e.g., *While my dad walked up to the puppy's cage, my mom and I followed [,] laughing at how ugly this dog was; She was sitting there, her head cocked to one side [,] with a big red bow around her neck; and my parents told me to look out the window [,] and out the window was that dog*).
- has correct spelling.
- has a few grammar and word usage errors, including some of the first-draft variety* (e.g., *so we took [made] a visit to the humane society; each of were [each of us was] ready for a new pet; my mom and I actually began to see how cute it [she] was and agreed with my dad that we wanted her*).
- uses paragraphing very effectively.
- has no run-on sentences or sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Narrative Composition

Title: My Dog Cooper

Almost everyone's got a best friend, someone they love dearly. Although I do have humans for friends, in my case, my dog Cooper is one of my best friends.

Once on a blustery November day, my parents and I had nothing to do, so we took a visit to the humane society. We only went to look at the dogs, but deep down I think each of us were ready for a new pet because our old dog had run away and gotten in a dog fight and died. That was a very sad experience for us all, and I think my parents were afraid it would happen again if we got a new canine pal, so all my requests for a dog were denied.

Despite that, however, my parents seemed pretty interested in all the dogs at the shelter. My mother and I liked the little ones with fluffy tails and button noses, while my dad seemed more interested in the bigger dogs with coarser hair and sharper teeth. As the three of us were walking down the hall with dogs on both sides of us yapping in kennels, we passed by a German Shepherd who was just sitting quietly. The dog was staring at us, and she was funny-looking. She was a very petite dog; her nose and ears were too big for her body and made her look like some sort of jackelope. While my dad walked up to the puppy's cage, my mom and I followed laughing at how ugly this dog was. He talked to it and played with it and even persuaded the man working there to let her out of her kennel for a little while. After just a few minutes with the dog, my mom and I actually began to see how cute it was and agreed with my dad that we wanted her.

We tried to get her that day, but instead of walking out of the humane society with a dog that day, we left with devastating news: the puppy was already promised to another family. Of course, I cried; I was about eight-years old, and I had really wanted that dog. She grew on me while I played with her at the humane society, but we had no choice. We had to leave that day disappointed and without a new pet.

Throughout the next month, I thought of the German Shepherd from time to time, but Christmas was coming, and I had to think about that too. The time between our visit to the kennels and Christmas went by quickly, and my time was consumed by school, church, and family. To be honest, by the time Christmas day actually rolled around, I wasn't even thinking about the puppy anymore. I knew I still wanted her, but I also knew that she was probably already adjusted to her new home and that I could never have her. That's why it was such a surprise when I was in the middle of Christmas brunch at my grandparents' house, and my parents told me to look out the window and out the window was that dog.

She was sitting there, her head cocked to one side with a big red bow around her neck. It turns out that the family who was supposed to take her couldn't because they found out they had a new baby on the way, and we were second on the list. My parents had gone to pick up the dog the weekend after we visited the humane society the first time and had dropped her off with my grandparents. They'd been watching her for the past three weeks.

To this day, Cooper is my only dog, and I come home to her every day. I can not imagine what my life would be like without her.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task by addressing all points of the prompt (i.e., writes a narrative composition that describes the memorable experience of acquiring a dog, provides a number of supporting details about the experience, and tells how the dog, Dudley, affected the writer's family).
- stays focused on the topic and the task.
- includes many relevant supporting details (e.g., *My mom knew my sisters and I really wanted an indoor dog, so she called a few of our family members and told them to check the newspapers for any small breed, [small-breed,] indoor dogs*).
- is organized logically and cohesively, with an introduction, a body of support, and a clear conclusion (e.g., *We take him everywhere we go. Without Dudley [,] it just wouldn't be the same*).
- has fully developed paragraphs with topic sentences.
- includes word choices that make the descriptions and actions clear (e.g., *a dog the size of a jumbo pickle jar; My knees were shaking like maracas*).
- is easy to read and uses varied sentence patterns, including complex sentences (e.g., *As soon as we opened the front door to the house, I could hear a little, squeaky bark*).
- is easy to read and effectively adjusts language and tone to the task of writing a narrative composition (e.g., *My sisters and I couldn't wait until Friday; I was so excited to see Dudley*).
- demonstrates a sense of audience.

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *My mom told her to buy the dog [,] and we would pay her back.*)
- has one spelling error (e.g., *origanal* [original]).
- has no grammar and word usage errors.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Narrative Composition

Title: _____ Dudley _____

My sisters, C. and R., and I have always wanted an inside pet dog. R. and I didn't really care what breed it was, but C. had her heart set on a T-cup Yorkshire Terrier. My mom, L., and dad, R., looked everywhere for a T-cup Yorkie. Everywhere we went we would stop at the local pet stores to see what they wanted for T-cup Yorkies. Most places asked at least five-hundred dollars. My parents weren't going to spend that much money on a dog the size of a jumbo pickle jar.

My mom knew my sisters and I really wanted an indoor dog, so she called a few of our family members and told them to check the newspapers for any small breed, indoor dogs. One day, my Aunt C. called with good news. She had found a one-year-old, black and white, Shih-Tzu. It was a little bigger than a T-cup Yorkie, by my mom asked her how much it was. C. said it was only one-hundred and fifty dollars. My mom told her to buy the dog and we would pay her back.

C. and my Uncle D. were coming to visit us that weekend, and they were going to bring Dudley. Since the dog was already one year old, we decided to keep its original name, Dudley. My sisters and I couldn't wait until Friday.

As we got off the bus Friday, I could see C. and D.'s Expedition sitting in the driveway. I was so excited to see Dudley. My knees were shaking like maracas, and I felt like I had butterflies in my stomach. As soon as we opened the front door to the house, I could hear a little, squeaky bark. It was Dudley. He was so cute. My aunt had put a collar that said his name on him, along with a cute little, green, red, and yellow striped dog T-shirt.

C., R., and I immediately started playing with our new dog. Dudley could fetch, beg, sit, and roll over. It was so neat. I had seen dogs do tricks like that on television, but I had never seen it happen up-close.

Dudley was a great addition to our family. We take him everywhere we go. Without Dudley it just wouldn't be the same.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., writes about a memorable experience at a football game and provides some details about that experience).
- stays focused on the topic.
- provides some supporting details (e.g., *The center snapped the ball to the quarterback. He looked for someone open [,] and he saw me*), but many ideas are undeveloped.
- progresses in a logical order with an adequate introduction, but the body could be more developed, and the conclusion is weak (e.g., *This experience will always be memorable to me. It was like no other experience to me*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *We practiced hard and long everyday; It was an intense game*).
- is easy to read but is not as fluent as a Score Point 5 paper.
- has some sentence variation, though the writing lacks vivid imagery (e.g., *Finally the football games came [,] and we won all except one game*).
- displays some sense of audience.

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *There is one [,] though, that stands; From this, [no comma] experience [,] I learned*).
- has correct spelling.
- has some grammar and word usage errors (e.g., *It all begun [began] last summer with two-a-days in ninety-five degree weather; I learned [that] to get what you want*).
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.

Narrative Composition

Title: Football Experience

I have had many memorable experiences in my life. There is one though, that stands higher than the rest. It was when our high school football team went to state and won last year.

It all begun last summer with two-a-days in ninety-five degree weather. We practiced hard and long everyday. Finally the football games came and we won all except one game. We finally had our dream come true when we went to state.

It was an intense game. The score was twenty-one to sixteen; we were losing. It was the fourth quarter with ten seconds to go. We were on their twenty yard line. The center snapped the ball to the quarterback. He looked for someone open and he saw me. He threw it and I dived to catch the football for the touchdown. I caught it! We won the state!

From this, experience I learned to get what you want you have to work hard and continue trying. This experience will always be memorable to me. It was like no other experience to me.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., describes a memorable vacation and provides some details about this experience but does not tell how the experience changed anyone).
- stays focused on the topic for a single paragraph only.
- includes a few supporting details (e.g., *we went snorkling* [snorkeling] *straight out from our hotel*; *we saw many diffrent* [different] *sea creatures*).
- organizes ideas logically with an introduction, but the body of the narrative lacks significant elaboration of ideas and the conclusion is weak (e.g., *we even saw a bunch of sting rays* [stingrays]).
- demonstrates an attempt to use transitions (e.g., *While we were there*; *But the most memorable momet* [moment] *we had*; *Right at that sign*).
- demonstrates some control of vocabulary (e.g., *we dove down and started looking around on the bottom of the ocean*).
- attempts to use varied sentence patterns.
- demonstrates some sense of audience and attempts to adjust the language to the task of writing a narrative composition.

NOTE: The word minimal is often associated with a Score Point 3 paper. A Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors (e.g., *While we were there* [,] *we did many thing* [things]; *"no swimming beond* [beyond] *this point"*. [point."]).
- has several spelling errors (e.g., *thing* [things], *snorgleing* [snorkeling], *momet* [moment], *beond* [beyond], *diffrent* [different], *sting rays* [stingrays]).
- has some grammar and word usage errors (e.g., *But the most memorable momet* [moment] *we had was* [when] *we went snorkling* [snorkeling]; *we saw many diffrent* [different] *sea creatures like starfish, conch* [conchs], *and we even saw* [and even] *a bunch of sting rays* [stingrays]).
- consists of one paragraph.
- has one run-on sentence (e.g., *But the most memorable momet* [moment] *we had was* [when] *we went snorkling* [snorkeling] *straight out from our hotel we* [hotel. We] *went as far out as we could go because there was a sign that said,* *"no swimming beond* [beyond] *this point"*. [point."]) and no sentence fragments.

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

Narrative Composition

Title: _____ On the beach _____

Last summer my family and I took a vacation to Anytown. While we were there we did many thing such as snorgleing, fishing, walking the beach and plenty of sun bathing. But the most memorable momet we had was we went snorkling straight out from our hotel we went as far out as we could go because there was a sign that said, "no swimming beond this point". Right at that sign we dove down and started looking around on the bottom of the ocean, and we saw many diffrent sea creatures like starfish, conch, and we even saw a bunch of sting rays.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., briefly describes the experience of learning to skateboard and states how the experience changed the writer, but the composition does not include vivid details).
- stays somewhat focused on the task.
- provides some support, but the details are not specific (e.g., *I started getting better [,] and now Im [I'm] good*).
- lacks development of ideas.
- presents ideas in one paragraph.
- demonstrates minimal control of vocabulary (e.g., *I have put [a] whole bunch of money in [into] this hobby; Skateboarding is a great hobby*).
- displays some sense of audience (e.g., *Skateboard [Skateboarding] showed me how to face my fears*), but lacks an original perspective.

NOTE: A Score Point 2 paper communicates some ideas, but the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *once [Once]*).
- contains some punctuation errors (e.g., *once [Once] I got used to it. [it,] I started getting better [,] and now Im [I'm] good*).
- has a few spelling errors (e.g., *taugh [taught], self cofine [self-confident], Skateboard [Skateboarding] showed me*).
- has a number of grammar and word usage errors (e.g., *When I first start [started] skateboarding [,]; I have put [a] whole bunch of money in [into] this hobby; Skateboarding is [a] great hobby; it [It] has toughen [toughened] me up*).
- consists of only one paragraph.
- has one run-on sentence (e.g., *Skateboarding is [a] great hobby [hobby.] it [It] has taugh [taught] me to be more self cofine [self-confident.] it [It] has toughen [toughened] me up.*) and no sentence fragments.

Narrative Composition

Title: Skateboarding Rocks!

When I first start skateboarding I was scared of getting hurt. once I got used to it. I started getting better and now Im good. I have put whole bunch of money in this hobby and my dad backs me up 100%. Skateboarding is great hobby it has taugh me to be more self cofine it has toughen me up. Skateboard showed me how to face my fears.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., mentions the experience of high school but does not describe the experience or show how it changed someone).
- is too brief to establish a focus.
- has no identifiable beginning, middle, or end.
- demonstrates little control of vocabulary.
- is too brief to show a clear sense of audience.

NOTE: A Score Point 1 is the lowest score point, but the paper does attempt some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas and accomplish the task.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *high School* [school]).
- has one punctuation error (e.g., *Coming to high School* [school] *was different* [,] *but it didnt* [didn't] *change anything* [anything]).
- has two spelling errors (e.g., *didnt* [didn't], *enytthing* [anything]).
- has no grammar or word usage errors.
- consists of one brief sentence.

Narrative Composition

Title: _____ High-School

Coming to high School was different but it didnt change anything.

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 and in the GQE Retest is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 9 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 2: English/Language Arts

For Test 2, you will read a story and an article. You will answer questions based on each passage. Then you will write a narrative composition on a related topic.

Have you ever had a job or a chore that you thought you would not like but later found satisfaction in doing it? In “At the Fair,” you will read a story that tells about one student’s experience in a summer job.

Now read “At the Fair” and do Numbers 1 through 6. You may look back at the story as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student focus on the upcoming task.

Following the introduction, the student reads “At the Fair” and “Throwing the Book at Progress.” A copy of these passages accompanies the student’s responses to the Applied Skills Assessment.

Test 2—Question 1

READING: Literary Response and Analysis

- 1** Why does the author tell the story from the narrator’s point of view?
- ☐ to teach a lesson that only the narrator understands
 - ☐ to better explain the narrator’s boredom with his job as a dishwasher
 - ☒ to provide insight into what the narrator thinks about his life and his job
 - ☐ to allow the reader to form his or her own opinion about the narrator’s actions

Test 2—Question 2
READING: Literary Response and Analysis

2 What is the narrator’s MAIN problem at the beginning of the story?

How does he solve his problem by the end of the story?

Exemplars:

Problem

- He is in a rut because he does the same things over and over.
- He is bored and depressed from doing nothing but work.
- His life is very repetitive and he needs a change.
- He always does the same things and is afraid to change.
- He doesn’t have any fun because all he does is work at the diner.
- other relevant text-based response

How he solves his problem

- He does something different by going to the fair with a co-worker.
- He makes a new friend and goes out on a date.
- He breaks out of his routine by taking a chance on a relationship with the waitress.
- other relevant text-based response

Rubric:

- 2 points** versions of two exemplars, one from each category
- 1 point** version of one exemplar from either category
- 0 points** other

SCORE POINT 2

- 2** What is the narrator's MAIN problem at the beginning of the story?

Nothing new was going to happen

How does he solve his problem by the end of the story?

Goes to the fair with Adrienne.

Test 2—Question 2 Score Point 2

The response includes a version of the sixth exemplar for "Problem" and a version of the first exemplar for "How he solves his problem." The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 2** What is the narrator's MAIN problem at the beginning of the story?

Summer was almost over

How does he solve his problem by the end of the story?

he made a friend

Test 2—Question 2 Score Point 1

The first part of the response is incorrect. The second part of the response includes a version of the second exemplar for "How he solves his problem." Therefore, this response receives a Score Point 1.

Test 2—Question 2
Score Point 0

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

SCORE POINT 0	
2	<p>What is the narrator's MAIN problem at the beginning of the story?</p> <p>he is a dishwasher.</p> <hr/> <hr/> <hr/>
	<p>How does he solve his problem by the end of the story?</p> <p>quit's,</p> <hr/> <hr/> <hr/>

NOTE: The responses to Numbers 2, 5, 8, and 10 do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 2—Question 3
READING: Literary Response and Analysis

- 3** Which of these BEST describes the mood of the narrator in the first two paragraphs of the story?
- ☐ tired and irritable
 - ☐ dedicated and patient
 - ☐ excited and dissatisfied
 - ☒ hardworking and bored

Test 2—Question 4
READING: Literary Response and Analysis

- 4** Read this paragraph from the story.
- “I’ll meet you,” I said, before I could think. I said it before I knew what I was saying. Before I could regret it, she gave me a big smile, a smile bright enough to stave off a moment of discontent.**
- What does this paragraph reveal about the narrator?
- ☐ He is quite confident.
 - ☐ He is usually bored.
 - ☐ He is used to dating.
 - ☒ He is shy around girls.

Test 2—Question 5
READING: Literary Response and Analysis

- 5** The narrator makes several comments that hint at the outcome of the story. Give ONE example of a statement that suggests the outcome of the story. Then explain how this example helps the reader predict the outcome of the story.

Statement that hints at the outcome	How it helps the reader predict the outcome of the story

Exemplars:

Statement that hints at the outcome

- "Nothing new could happen."
- "Nothing ever happened."
- "There was nothing new under the sun."
- "Senior year, nothing new could happen there, either."
- "My friends, the same friends I'd had since junior high."
- "... the year would go by, just like the last year, just like the year before."
- "I wondered if I should ... do something, anything at all, that would shift me off this tedious groove of work-home-school ..."
- "I didn't know what could change."
- "When Adrienne brought me lunch, she told me about the fair."
- other relevant text-based response

How it helps the reader predict the outcome of the story

- The reader guesses that something new will happen/that something will be different /that something will change [in his senior year]/that the narrator will make a new friend.
- When the narrator expects nothing will change, the reader guesses that the opposite will happen.
- When the narrator wonders what he should do, the reader guesses he will do something.
- The reader guesses that the narrator and Adrienne will go to the fair together.
- other relevant text-based response

Rubric:

- | | |
|-----------------|--|
| 2 points | versions of two exemplars, one from each category |
| 1 point | version of any statement revealing the outcome (without explanation) |
| 0 points | other |

Test 2—Question 5 Score Point 2

The first part of the response is a version of the seventh exemplar for "Statement that hints at the outcome." The second part of the response is a version of the first exemplar for "How it helps the reader predict the outcome of the story." The total response receives full credit for a Score Point 2.

SCORE POINT 2	
<p>5 The narrator makes several comments that hint at the outcome of the story. Give ONE example of a statement that suggests the outcome of the story. Then explain how this example helps the reader predict the outcome of the story.</p>	
Statement that hints at the outcome	How it helps the reader predict the outcome of the story
He says, "I wonder if I should get a different job, quit football, do something that would get me off this tedious groove."	It shows, that by the end of the story, he is going to do something different. Something that's not in his everyday schedule.

Test 2—Question 5 Score Point 1

The first part of the response is a version of the ninth exemplar for "Statement that hints at the outcome." The second part of the response is too general to be considered a version of any of the exemplars. Therefore, this response receives a Score Point 1.

SCORE POINT 1	
<p>5 The narrator makes several comments that hint at the outcome of the story. Give ONE example of a statement that suggests the outcome of the story. Then explain how this example helps the reader predict the outcome of the story.</p>	
Statement that hints at the outcome	How it helps the reader predict the outcome of the story
Adrienne said she was going to the fair. It was going to be the last night	She is telling the Narrator when & where.

SCORE POINT 0

- 5** The narrator makes several comments that hint at the outcome of the story. Give ONE example of a statement that suggests the outcome of the story. Then explain how this example helps the reader predict the outcome of the story.

Statement that hints at the outcome	How it helps the reader predict the outcome of the story
Schools starting in a few weeks, I'll be a senior	We know she's 17-18

Test 2—Question 5 Score Point 0

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

Test 2—Question 6
READING: Literary Response and Analysis

- 6** Read this sentence from the story's opening paragraph.

I don't know exactly when discontent seeped into my heart like water under a door.

What figure of speech is being used in this sentence?

- ☒ simile, because the narrator makes a comparison of unlike things
- ☐ irony, because the narrator means the opposite of what he says
- ☐ oxymoron, because the narrator combines contradictory words
- ☐ hyperbole, because the narrator exaggerates the importance of something

Test 2—Question 7
READING: Comprehension

- 7** Which of these BEST describes the author’s position on the role of computers in schools?
- ☐ Computers belong in schools, but only in the library.
 - ☐ Computers and the Internet will eventually replace schools.
 - ☒ Computers are valuable tools, but not for every purpose.
 - ☐ Computers are not best for students because they obstruct learning.

Test 2—Question 8
READING: Comprehension

8 According to Eric Larson, what are **THREE** different drawbacks to using computers instead of books?

- 1) _____

- 2) _____

- 3) _____

Exemplars:

- Computers need to be continually updated./ Computers become obsolete sooner than books.
- Computers can be expensive to repair/ maintain, and computers are more expensive than books.
- You sometimes need tech support to help you with computers.
- A computer user is “battered by sound and motion.”
- Computers are cold/impersonal.
- If a computer crashes, information can be lost forever.
- A computer program can catch a virus.
- Computers are subject to hacking.
- Computers are not reliable*
- other relevant text-based example

***NOTE:** This exemplar may not be given separate credit if used with any of the three preceding exemplars.

Rubric:

- 2 points** versions of three exemplars
- 1 point** version of one or two exemplars
- 0 points** other

SCORE POINT 2

8 According to Eric Larson, what are THREE different drawbacks to using computers instead of books?

- 1) You have to get new computers like evry 3 years and book last for a long time
- 2) Computers crash and are easly broken, and books don't crash
- 3) Computers catch viruses and books don't catch anything

Test 2—Question 8 Score Point 2

The response includes versions of the first, sixth, and seventh exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 1

8 According to Eric Larson, what are THREE different drawbacks to using computers instead of books?

- 1) Computer aren't as important then older books
- 2) the cost of repairing and maintaning the computer.
- 3) Virus in the computer.

Test 2—Question 8 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the second exemplar. The third part of the response is a version of the seventh exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

8 According to Eric Larson, what are THREE different drawbacks to using computers instead of books?

- 1) the computers can Print stuffout.
- 2) the computers are quicker.
- 3) the computers have good Pictures

Test 2—Question 8 Score Point 0

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

Test 2—Question 9
READING: Literary Response and Analysis

- 9** Which of these sentences from the article uses sarcasm to describe the author’s main position?
- ☐ “Books haven’t suddenly lost their merit, yet they are losing their place in schools.”
 - ☐ “With books, there’s no machine to fail.”
 - ☒ “I’ve never had to call tech support to operate a novel.”
 - ☐ “The book is a last primitive comfort.”

Test 2—Question 10
READING: Literary Response and Analysis

- 10** On the lines below, provide TWO different reasons that “Throwing the Book at Progress” is an effective title.
- 1) _____
- 2) _____

Exemplars:

- It uses a pun/play on words to create/it creates a vivid image, metaphor.
- The catchy title captures the reader’s interest/attention.
- It captures the essence of the author’s opinion on the subject of the article.
- It focuses the reader’s attention/introduces the topic.
- It helps to establish the tone of the article.
- other relevant text-based reason

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

10 On the lines below, provide TWO different reasons that “Throwing the Book at Progress” is an effective title.

- 1) Shows how he feels from the beginning.
- 2) Gives a good idea of what the story is about.

Test 2—Question 10 Score Point 2

The first part of the response is a version of the third exemplar. The second part of the response is a version of the fourth exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

10 On the lines below, provide TWO different reasons that “Throwing the Book at Progress” is an effective title.

- 1) Saying progress is bad for books
- 2) Saying books are better

Test 2—Question 10 Score Point 1

The first part of the response is a version of the third exemplar. The second part of the response is incorrect. Therefore, this response receives a Score Point 1.

SCORE POINT 0

10 On the lines below, provide TWO different reasons that “Throwing the Book at Progress” is an effective title.

- 1) They implice that book should be thrown away
- 2) Maybe book should be thrown away

Test 2—Question 10 Score Point 0

The response does not include versions of any of the exemplars. Therefore, this response receives a Score Point 0.

Test 2—Question 11
READING: Comprehension

- 11** According to opinions expressed in the article, what would MOST LIKELY be Eric Larson’s view on a proposal to build a new highway through a historic park?
- ☐ opposed, because building new highways is an unnecessary waste of tax dollars
 - ☒ opposed, because preserving history is more important than increasing driving speed
 - ☐ in favor, because losing part of the park would be a small price to pay in the interest of progress
 - ☐ in favor, because government leaders proposing the highway have the best interests of the public at heart

Test 2—Question 12
READING: Comprehension

- 12** Which of these statements BEST describes the author's opinion regarding the most important advantage of books over computers?
- ☐ Some people do not have ready access to computers.
 - ☐ Some historical information can only be found in books.
 - ☐ Books offer a greater variety of information than the Internet.
 - ☒ Books are a more reliable way than the Internet to store and retrieve information.

Test 2—Question 13
WRITING: Applications/English Language Conventions

13



It is the year 2100, and computers have replaced books entirely. What is it like to live and go to school in a world without books?

Write a narrative composition about a day in the life of a high school student in the computerized twenty-second century. In your narrative composition, include a main character and write about what happens to this character throughout the course of his or her day. **In your narrative composition, be sure to include at least TWO specific details from “Throwing the Book at Progress” to help you show what this character’s day is like.**

You may use the space below to plan your writing. Using the Editing Checklist on page 29, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English. **Remember, your narrative composition should be well organized and have a beginning, a middle, and an end.**

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<ul style="list-style-type: none"> • “Books are becoming extinct.” • “When I returned to my high school from summer vacation, . . . I found an intruding armada of computers had replaced a venerable bookcase of reference materials.” • Computers are “society's forum for information and entertainment.” • Encyclopedias are all on CD-ROM. • Computers are not valuable past three years. • Library classics have been transferred to digital format. • Unreliable machines crash frequently. • The “culture values Gates over Gutenberg.” • Books perished “like dinosaurs marching into oblivion.” • other relevant text-based detail <p>NOTE: Some exemplars may be used to either support or oppose the plan.</p>	
Reading Comprehension Rubric:	
Score	
2	response includes versions of two exemplars
Score	
1	response includes version of one exemplar
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and provides a thorough, developed response (i.e., writes a narrative composition that vividly describes a day in a high school student's life during the computerized twenty-second century).
- presents a variety of detailed and specific information (e.g., *Anne yanked her heavy laptop out of her backpack and set it on her desk; Quite suddenly, her entire screen went black*).
- organizes ideas chronologically, with a clear beginning, middle, and end; uses transitions effectively (e.g., *She pressed the start button and started chatting to her friends while it booted up; Unfortunately, nothing the teacher did could restart the computer; Meanwhile, Anne would have to get the material on her home computer, on her own time*).
- demonstrates a strong command of word usage and vocabulary; uses dialogue effectively (e.g., *Anne and Joey shared panicked looks [,] and they both pummeled the Start button; The screen flickered once and went dead*).
- is fluent and easy to read; uses varied sentence structures and complex sentences (e.g., *The noise steadily got louder until her teacher clapped her hands for attention; Joey's face lighted with interest [,] and he had trouble keeping a straight face as she battled Martians instead of paying attention*).
- establishes a sense of audience (e.g., *The bell rang and Anne angrily shoved her laptop in her backpack. Her next class was calculus, where she would surely be confused*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has mostly correct capitalization (e.g., *then [Then,] connect to our website on the Internet*).
- has mostly correct punctuation (e.g., *Joey's face lighted with interest [,] and he had trouble keeping a straight face as she battled Martians instead of paying attention*).
- has correct spelling.
- has correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Narrative Composition

"All right, class, settle down."

Anne's teacher had everyone go to their seat in class. Anne sat down, too.

"Please take out your laptops and boot them up. then connect to our website on the Internet." said her teacher.

Anne yanked her heavy laptop out of her backpack and set it on her desk. She pressed the start button and started chatting to her friends while it booted up. The noise steadily got louder until her teacher clapped her hands for attention. Anne quickly pressed the Internet icon and signed on. Luckily, everyone had wireless Internet.

Anne's good friend Joey started to look worried.

"Hey, are you okay?" she asked him.

"My computer won't connect," he whispered back to her.

"All right. just look at mine then," she replied.

Anne found the website the class was now looking at. She quickly scanned over the material and found it was very boring. She looked at Joey and he rolled his eyes, so she started up a computer game she had been playing last night. Joey's face lighted with interest and he had trouble keeping a straight face as she battled Martians instead of paying attention.

Quite suddenly, her entire screen went black. Anne and Joey shared panicked looks and they both pummelled the Start button. The screen flickered once and went dead. Anne quickly raised her hand and asked for help.

Unfortunately, nothing the teacher did could restart the computer. She would have to take it to a repair shop after school. Meanwhile, Anne would have to get the material on her home computer, on her own time.

The bell rang and Anne angrily shoved her laptop in her backpack. Her next class was calculus, where she would surely be confused.

Reading Comprehension Score Point 2

The response (shown above) includes a version of the seventh exemplar (e.g., *Quite suddenly, her entire screen went black*) and a version of the third exemplar (e.g., *She looked at Joey and he rolled his eyes, so she started up a computer game she had been playing last night*). This response provides two different details from the passage. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the writing task by addressing the specific points of the prompt, but the response is not as fully developed as the Score Point 4 response (i.e., writes a narrative composition that describes a day in a high school student's life during the computerized twenty-second century).
- includes some supporting details (e.g., *She actually thought it was pretty cool she didn't didn't* [she didn't] *have to carry around books any more* [anymore]).
- is organized chronologically; has an adequate beginning, middle, and end; uses some transitions that show a narrative progression (e.g., *During her forth* [fourth] *period class*).
- exhibits adequate control of vocabulary and word usage (e.g., *Deja is a sixteen year old* [sixteen-year-old] *girl who lives in the 2100 century* [twenty-second century]).
- is easy to read; uses some varied sentence structures and some complex sentences (e.g., *Her class and school has* [have] *to wait a week before they can do any work*).
- has a sense of audience (e.g., *Electro High School will eventually have all book* [books] *back by 2300*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has some punctuation errors (e.g., *During her forth* [fourth] *period class, which was history; [history,] the computer* [computers] *started acting up in the entire school*).
- has mostly correct spelling (e.g., *forth* [fourth], *happend* [happened]).
- has some grammar (e.g., *Her class and school has* [have]) and word usage errors (e.g., *to carry around books any more* [anymore]).
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Narrative Composition

Deja is a sixteen year old girl who lives in the 2100 century. She just moved from her home town to the Gulf of Mexico. Today is her first day in her new school. When she arrives she soon realizes they are more updated than her old school. They had no books at Electro High School. She was shocked.

Deja went ahead with her business. She actually thought it was pretty cool she didn't didn't have to carry around books any more. During her forth period class, which was history; the computer started acting up in the entire school. They where looking up information about the South. Her class and school has to wait a week before they can do any work.

Deja decided after all that happend she would rather books over computers anytime. The school board was starting to get worried because it was the third time the computers shut down. They started talking about getting books back. Electro High School will eventually have all book back by 2300.

Reading Comprehension

Score Point 2

The response (shown above) includes a version of the first exemplar (e.g., *They had no books at Electro High School. She was shocked*) and a version of the seventh exemplar (e.g., *The school board was starting to get worried because it was the third time the computers [had] shut down*). The response provides two different details from the passage. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- partially addresses the task (i.e., attempts to write a narrative composition that describes a day in a high school student's life during the computerized twenty-second century but lacks development of ideas).
- provides minimal detail (e.g., *To have books entirely replaced by computer [computers] would be hard*).
- makes an attempt to organize ideas in one paragraph, with a beginning and a brief ending.
- exhibits minimal word usage and writing technique (e.g., *To this day [,] computer [computers] are use [used] for everything*).
- has some sense of audience (e.g., *When reading an [a] book [,] you get more information you won't get from an [a] computer*).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has errors in punctuation (e.g., *When reading an [a] book [book,]).*
- has spelling errors (e.g., *with out [without], allways [always]*).
- has grammar and word usage errors (e.g., *computers is [are]; an school [a school]; there [there are]; computer are use [computers are used]*).
- consists of one paragraph.
- has one run-on sentence (e.g., *It would be to go to an [a] school with out [without] books because computers is [are] not allways [always] right, [right;] there [they are] just faster*) but no sentence fragments.

NOTE: In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the reader is trying to communicate.

Narrative Composition

It would be to go to an school with out books because computers is not allways right, there just faster. When reading an book you get more information you won't get from an computer. To have books entirely replaced by computer would be hard. To this day computer are use for everything.

Reading Comprehension

Score Point 1

The response (shown above) includes a version of the first exemplar (e.g., *To have books entirely replaced by computer [computers] would be hard*). Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown on the next page) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- less than minimally accomplishes the writing task (i.e., attempts to write a narrative composition that describes a day in a high school student's life during the computerized twenty-second century but provides minimal details).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but does not develop it with supporting details (e.g., *I think* [I think] *that you should use computers not Books* [books]).
- is too brief to provide evidence of organization.
- demonstrates less than minimal writing technique.
- is too brief to show a clear sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown on the next page) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (*Books* [books], *Because* [because], *Computer* [computers]).
- has punctuation errors that create a run-on sentence and has no end punctuation.
- has one spelling error (e.g., *u* [you]).
- has grammar and word usage errors (e.g., *a* [an]).
- has only one paragraph, consisting of a run-on sentence.
- has one run-on sentence and no sentence fragments.

NOTE: The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Narrative Composition

I think that you should use computers not Books Because Computer give u more
information on things well in high school I have to write a essay on some and
computers gave me more information the Books

Reading Comprehension

Score Point 0

The response (shown above) does not provide any details from the passage. Therefore, this response receives a Score Point 0.

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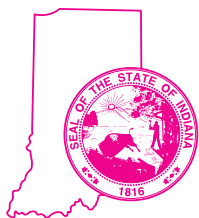
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